



Partnership with Children

Annual Report 2003



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Dear Friends:

Partnership with Children has had an exciting year. Many accomplishments have given rise to new goals as we provide emotional and social support to children at multiple risk for failure. We now serve over 5,700 children and adolescents and their families, teachers and school administrators—more than double the number served in September 2001. Our school-based *Open Heart-Open Mind* program is now implemented in ten New York City public schools. *Life Steps*, our community-based preventive care and counseling program, continues to effectively serve young people in Brooklyn who need individual and group support. *We continue to see compelling evidence that with the right support, all children can succeed!*



Partnership with Children is proud to have received a second United States Department of Education grant to support *Open Heart-Open Mind* in four “cluster” schools in Bedford Stuyvesant—a challenged community in great need of our services. We have completed the third and final year of the federal grant funding our successful demonstration and expansion project in Bedford Stuyvesant and Fort Greene. Our recently completed evaluation reveals considerable academic and social progress in *Open Heart-Open Mind* schools. The increased number of children attaining grade level scores on the English Language Arts exam is 100% greater than in comparison schools. Attendance has improved substantially and teachers, parents and students agree that self-esteem and behavior have improved significantly.

We are proud of our staff’s dedication, skills and compassion. Each day, they provide the highest quality services to hundreds of children who, without our support, would likely “fall through the cracks” and fail academically. In order to bring our proven program to more children, we are developing a replication model of *Open Heart-Open Mind* that can be implemented in schools throughout the city, state and country. We will broaden our reach through fee-for-service training and technical support while we develop a much needed source of earned income to support our programs. We are now piloting a replication of our peer mediation modality in one New York City school, for which we are receiving a very positive response.



Partnership with Children is very grateful to our many supporters in the philanthropic community—government, foundations, corporations and individuals. We are also delighted to have growing numbers of volunteers, particularly the volunteer teams from our critical corporate contributors. With your commitment and generosity, Partnership with Children will continue our work and help thousands of at-risk children succeed—we know they can!

Thank you for your support.

Sincerely,

Allison Bodenmann
President, Board of Directors

Michelle Sidrane
Executive Director

Our Programs

PARTNERSHIP WITH CHILDREN, INC., founded in 1908 as Big Sisters, has been helping New York City's underserved children and youth for nearly 100 years. Our focus has evolved from mentoring young, low-income, court-referred girls to offering a full array of crucial services to at-risk boys and girls who face daunting problems in their lives outside of school. Our programs include:

OPEN HEART-OPEN MIND: Our school based program creates an environment conducive to learning, supporting each child's development and meeting our mission by "strengthening the emotional, social and cognitive skills of at-risk children so they can succeed in school, in society and in their lives." Founded eleven years ago, *Open Heart-Open Mind* responds to the often severe emotional and social needs of children that public schools, teachers and administrators do not have time or resources to address. The program's goal is to reduce the achievement gap for low-income, underserved children who are at high risk for academic failure. Originally serving one struggling elementary school on Manhattan's Lower East Side, *Open Heart-Open Mind* has grown to serve over 5,700 children in ten schools in Brooklyn, Queens, and Manhattan.

Open Heart-Open Mind places social workers with MSW or BSW degrees in public schools on a full-time basis to support children and address social and behavioral problems that negatively impact the classroom environment. Working with students, families, teachers and school administrators, *Open Heart-Open Mind* utilizes a number of modalities to achieve its goals, including: **individual counseling, crisis intervention, small group counseling, full classroom push-in, family meetings and support, home visits and family case management, collaboration with teachers, school-wide activities, school management participation, and family involvement.**

Our *Open Heart-Open Mind* program concentrates on the "whole child" in order to reduce academic failure and drop out rates. As children become adolescents their socialization needs evolve. The extension of our services to middle school students affords an exciting and critical opportunity to further coping and cognitive skills as children mature and transition to different life activities and responsibilities.



LIFE STEPS: Our community-based preventive care program, provides counseling to children, youth and their families under the Persons in Need legislation (PINS). Through individual and group counseling and activities, our professional social work staff assists children and adolescents with a wide range of issues including peer relationships, family roles and relationships, conflict and anger management, alcohol and substance abuse, sexuality, and teen pregnancy prevention.

SUMMER SCHOOL: An adaptation of *Open Heart-Open Mind* has been designed to meet the needs of children mandated to summer school due to academic failure. Our wrap around program benefits children by providing a safe and stimulating place to prepare for end-of-session math and reading tests, the results of which determine grade promotion. This year's statistics show that our program had a positive impact.

LOOKING FORWARD: Since September 2001, the number of children we serve has more than doubled. As we help more and more children, we are working to replicate our model for school success in urban centers throughout the country. By doing so, **Partnership with Children** will significantly contribute to the academic achievement of at-risk children in other cities and communities.

Our Open Heart-
Open Mind program
concentrates on the
"whole child"...



2002-2003 Evaluation Results

Each year, we monitor the success of our services by gathering, evaluating and analyzing Department of Education data. We issue a report each fall that reflects the previous academic year. This year's report revealed:

- 100% greater improvement in students performing at grade level at Partnership with Children schools in contrast with comparison schools
- 450% greater increase in attendance
- 100% increase in positive verbal interaction among students
- 400% decrease in negative interaction among students
- 45% increase in active student on-task behavior in classroom during instruction
- 95% increase in teacher-to-student positive interaction
- 78% of teachers, 88% of parents, and 87% of students observed improved student self-esteem
- 71% of teachers, 76% of parents, and 83% of students observed improved student behavior
- 93% of participants rated parent and teacher workshops to be very good or excellent



We are grateful to the following foundations for their support of Partnership with Children:

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Financial Highlights

Fiscal Year Ended June 30, 2003



PERCENTAGE OF TOTAL

Operating Revenue and Other Support

Contributions	\$ 906,575	31.5%
Special Events (net of direct costs)	393,892	13.7%
Government and Schools	<u>1,578,943</u>	54.8%
Total Operating Revenue and Other Support	<u>2,879,410</u>	100.0%

Expenses

Program Services	<u>2,218,332</u>	82.9%
Supporting Services		
Management and General	257,508	9.6%
Fund Raising	199,193	7.4%
Total Supporting Services	<u>456,701</u>	17.1%
Total Expenses	<u>2,675,033</u>	100.0%

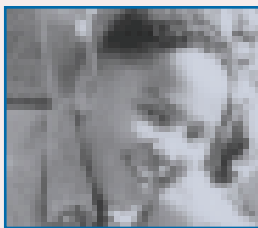
Operating Gain 204,377

Non-operating Revenue and Gains (losses)

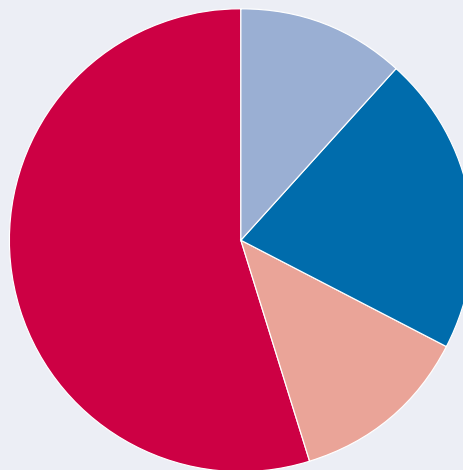
Investment Income (loss)	<u>12,986</u>
Change in Net Assets	<u>217,363</u>
Net Assets—Beginning of Year	<u>2,008,696</u>
Net Assets—End of Year	<u>\$ 2,226,059</u>



Audited financial statement for year ended June 30, 2003 is available upon request.



SOURCES OF REVENUE



Individuals	\$336,013	11.7%
Foundations	\$601,107	20.9%
Corporations and Corporate Foundations	\$363,347	12.6%
Government and School Grants	\$1,578,943	54.8%
TOTAL	\$2,879,410	100.0%

\$100,000+

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Brian's teacher referred him to Partnership with Children after he threatened other children with a box knife he brought to school. When Brian's mother met with his teacher and a Partnership with Children social worker, she disclosed that Brian's father had recently been incarcerated for drug possession at Rikers Correctional Facility. He and Brian were extremely close and since his father's absence Brian's grades and behavior had significantly deteriorated.

The social worker began to see eight year old Brian for individual and crisis counseling several times a week. Brian was personable and verbal, and had endured much pain and sadness in his short life. He missed his father quite deeply. One of his teacher's major complaints was that Brian didn't pay attention. When asked what he thought about when staring off distractedly, Brian said "my dad." His social worker learned that Brian's father had helped him with his homework and that his mother, who worked full-time and went to school at night, felt overwhelmed as the primary caretaker for her five children. Brian's teacher and social worker collaborated to provide his mother with his homework and test schedule. Brian responded very well to emotional and academic support through individual counseling, tutoring, and a behavior-reward program.

During one session, Brian wanted to make a model of a park out of an empty shoebox he noticed in the Partnership with Children room. Every weekend he and his father had gone to Fort Greene Park. Brian worked for weeks constructing a park from pipe cleaners, clay and other materials. Brian wanted to take the "park" home so he could give it to his dad the next time they visited him. Brian made great strides, and passed second grade with flying colors. Now Brian's mother understands his loss and has become more sympathetic and supportive. They now have weekly "Brian time" when they share different activities. Although he misses his father very much, Brian now receives the support and encouragement he needs to flourish.

The school principal asked Partnership with Children to work with Chanelle and several other sixth grade girls who were having classroom difficulties. Some of the boys were teasing them and they were stressed by the challenges of graduation and middle school. Needing more support than their teacher had time to give, the principal and Partnership with Children social workers agreed that a small group would allow them the opportunity to discuss issues they might not be comfortable talking about in class.

Chanelle, a petite 11-year-old African American girl with a shy manner and a "light up the room" smile, was one of the girls most transformed by her group participation. After several group sessions she began to open up and share her story. When the girls spoke about their ideas of a strong woman, Chanelle said her mother had the qualities described. She explained that her father had physically abused her mother and that although it was financially difficult, her mother eventually left for good and got a restraining order. Now her mother worked full-time and they lived with her aunt's family. Discussing this was very painful for Chanelle, yet she was also relieved to have an outlet for expression. The other girls were surprised and immediately supportive, some sharing their own similar stories.

Chanelle continued to open up and her mother told Partnership with Children social workers how much Chanelle enjoyed participating. She noticed changes at home — Chanelle seemed more expressive and confident. She showed a lot of talent in group art projects and wanted to pursue her gift, so her mother enrolled her in a summer art program. Chanelle received several awards on graduation day, including "Most Improved Student ." When Partnership with Children social workers told Chanelle how proud they were, she gave them one of her dazzling smiles and admitted her pride in her accomplishments.



Success Stories



Partnership with Children

220 East 23rd Street

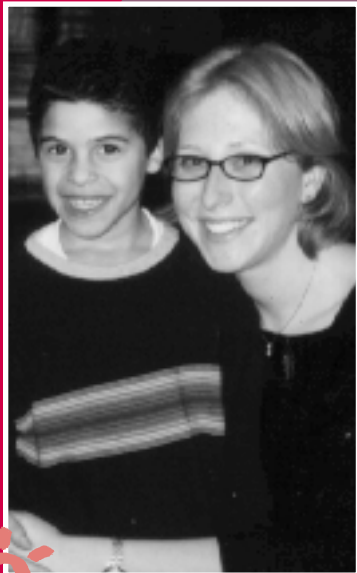
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www.partnershipwithchildrennyc.org



Our mission is to
strengthen the
emotional, social and
cognitive skills of
at-risk children so that
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in their lives.

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